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ABSTRACT

The Alpena Community College (ACC) Drivers Education Program was developed to deliver a basic skills program providing specific job-related basic skills instruction to approximately 300 workers throughout Michigan who desired to pass the Commercial Drivers License (CDL) examination. Other program goals were to establish greater partnerships between ACC and regional businesses employing commercial drivers, develop a replicable program of instructional delivery for sites throughout the state, and develop a pre- and posttesting program with a goal of 80 percent mastery. A program evaluation performed by a team from the Institute for the Study of Adult Literacy of Penn State University determined that the program met or exceeded each of its goals. The ACC project team delivered individualized, functional contextualized instruction to 346 adult learners at 43 sites across Michigan; 115 students eventually passed the CDL examination. The attitude surveys and basic skills checks administered to program participants confirmed that the basic skills instruction resulted in significant literacy gains and attitude changes. The ACC project team also created a replicable model of instructional delivery and established greater ties with local and regional businesses. (The CDL program questionnaires and critique sheets are appended.) (MN)

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ED357245

ALPENA COMMUNITY COLLEGE
COMMERCIAL DRIVER'S LICENSE PROGRAM
EVALUATION SUMMARY

Alpena Community College
Alpena, Michigan

1992

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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EVALUATION

The Institute for the Study of Adult Literacy of Penn State University served as evaluation consultant for this project. The Institute's part of the evaluation was to statistically analyze the pretests and posttests taken by participants and to also analyze questionnaires that participants completed before and after the workshop. Alpena Community College agreed to keep track of participants after leaving the project to determine if participants did, in fact, pass the Commercial Driver's Licenses Exam.

Pretests and Posttests

A total of 214 participants took the Commercial Driver's License Basic Skills Check before and after the class. This exam was developed by the Institute for the Study of Adult Literacy at Penn State and has been completely validated against both the Test of Adult Basic Education as well as the Commercial Driver's License Exam itself. Reliability estimates showed that the test falls within the range of acceptable tests. Table One presents the results of the pretest and posttest scores of the participants at the Alpena Community College Workshops.

TABLE ONE
CDL BASIC SKILLS CHECK
PRETESTS VS POSTTESTS

	PRETESTS	POSTTESTS
Number	214	214
Minimum Score	23	27
Maximum Score	50	50
Mean Score	44.51	46.42
Standard Deviation	5.34	4.36

The pretest scores were compared with the posttest scores using a paired t-test. The result was as follows:

t = 9.951 with 213 degrees of freedom. Probability >.001.

According to the results, the posttest scores were statistically significantly higher than the pretest scores. Therefore, although the participants were in the workshop for a short period of time, there was a statistically significant gain in score.

Questionnaire

Each participant completed a questionnaire immediately before and after attending the workshop. This particular questionnaire does not lend itself to statistical analysis for several reasons. First of all, some of the items are ordinal in nature, while others are nominal. Participants often did not complete certain questions. On the other hand, some items received more than one response from participants. This type of

response was often appropriate. For example, one question asked the response of fellow workers. Many participants were not working and could not answer the question, so they left it blank.

The questionnaire results, however, are interesting, even though they cannot be statistically analyzed. The general feeling is that participants were much more positive and optimistic after the workshop. The pre and post results of the questionnaire are in Appendix I.

Question 12 indicates that participants felt good about themselves. The workshop did nothing to change this.

In Question 1, participants stated that they felt better about having to pass an exam after the workshop. Question 2 shows that the participants felt much more confident about passing the exam after taking the workshop than they did before taking the workshop. Both Questions 3 and 4 reflect the participants' increased acceptance of taking classes after participation. Participants were more favorable toward using books to learn after taking the workshop. Many more participants indicated in Question 6 that they learn best in in a small group and there were even some more favorable responses toward a class after the workshop.

Both fellow employees and family members were seen as being more favorable according to Questions 7 and 8. Question 9 shows the obvious: most participants took the workshop to be able to pass the exam. The only real difference in Question 10 is that fewer participants believed they would have difficulty

remembering what they had learned after taking the workshop. When asked what will be the most helpful to them, participants chose "attending class" more often after taking the class than before. Fewer participants stated that their chances of getting a better job were "very good" after taking the workshop. On the other hand, more participants said that their chances were "good," while fewer said they were "not so good" and "bad."

Participants seemed to have left the workshop feeling more positive about themselves and their chances.

APPENDIX I
RESULTS OF QUESTIONNAIRE
PRE VS POST

1. How do you feel about having to pass an exam for your Commercial Driver's License?

PRE	POST	
61	103	very good
97	150	good
130	52	ok
21	42	not so good
1	0	bad

2. How sure do you feel about being able to pass the exam at this time?

PRE	POST	
18	100	very sure
82	168	sure
165	41	don't know
40	6	not so sure
16	2	unsure

3. How do you feel about taking the R.O.A.D. training?

PRE	POST	
28	112	very good
127	177	good
57	38	ok
31	5	not so good
2	0	bad

4. How do you feel about attending class for training?

PRE	POST	
77	126	very good
164	177	good
100	48	ok
3	4	not so good
0	1	bad

5. How do you feel about reading books for learning?

PRE	POST	
72	80	very good
135	171	good
113	65	ok
14	3	not so good
0	0	bad

6. How do you learn best? By working

PRE	POST	
52	38	alone
68	53	with one other person
97	131	in a small group
21	40	in a class
90	79	some of each

7. How do your fellow workers feel about your taking this training?

PRE	POST	
31	36	very good
100	120	good
141	106	ok
7	6	not so good
0	0	bad

8. How do your family members feel about your taking this training?

PRE	POST	
88	91	very good
127	142	good
93	72	ok
4	1	not so good
0	1	bad

9. What do you want to get out of this training. Mark all that apply.

PRE	POST	
_298___	_281__	pass the exam
__15___	__18__	learn to read better
__12___	___8__	learn to write better
__51___	__53__	keep my job
__72___	__83__	be a better worker
_184___	_168__	get a better job
__43___	__49__	please my family

10. Check which of the following things will be hard for you.

PRE	POST	
__34___	__46__	reading
__18___	__15__	writing
__39___	__42__	math
__56___	__55__	attending class
_109___	__75__	remembering what I learned

11. Check which of the following things will be most helpful to you.

PRE	POST	
__51___	__68__	reading
__30___	__25__	writing
__30___	__22__	math
_162___	_210__	attending class
_168___	_146__	remembering what I have learned

12. How do you usually feel about yourself?

PRE	POST	
__93___	__95_	very good
_191___	_197__	good
__44___	__15__	ok
___6___	___2__	not so good
___0___	___0__	bad

13. What are your chances of getting a better job in the next few years?

PRE	POST	
_101___	__99__	very good
_122___	_133__	good
__60___	__55__	ok
__30___	__11__	not so good
___2___	___0__	bad

1. Meeting the Grant Objectives

This project had five specific goals. They were:

(1) To design and deliver a basic skills program that provides specific job-related basic skills upgrade instruction to approximately 300 workers who desire to pass the CDL exam.

(2) To assist at least 300 regional employees in passing the knowledge portion of the CDL exam.

(3) To establish greater ties of partnership in education between ACC and local and regional businesses that employ commercial drivers.

(4) To develop a replicable program of instructional delivery for sites throughout the state.

(5) To pre and post test each student through identified standard measures (ROAD) with learning goals at 80 percent mastery.

The Alpena Community College Commercial Driver's Education Program met or exceeded the criteria established by each of these five goals. Following is a list of project accomplishments.

(a) Project team delivered individualized, functional contextualized instruction to 346 adult learners at 43 sites across Michigan, including the Upper Peninsula.

(b) One hundred fifteen (115) of these adult learners went on to pass the exam and obtain CDLs.

(c) Project team administered pre and post attitude surveys and basic skills checks to all students. According to our external consultants from Pennsylvania State University, significant literacy gains were quantified. Significant attitude changes were also quantified.

(d) Project team created a replicable model of instructional delivery that served the learning needs of a diverse population. Materials were left on site so that future learners and employers might benefit from the organizational work done by the Alpena CDL project team.

(e) Project team established greater ties of partnership in education between local and regional businesses and ACC (see following pages).

Hunt ROOFING COMPANY

PETOSKEY, MICHIGAN 49770

PHONE 347-4143

P.O. BOX 82

905 CURTIS AVENUE

June 17, 1992

Alpena Community College
ATTN: Mr. Don MacMaster
666 Johnson Street
Alpena, Michigan 49707

Dear Don;

I would like to take this opportunity to thank you for the great CDL training session you held at our office last March. Eight of our employees participated in this program with all passing the General Knowledge test and getting their CDL endorsements. I feel this session was of great value in helping us adapt to the new laws.

Sincerely,

Stephen H. Smith

Stephen H. Smith
President

SHS:sjs

Follow-up info. 1-14-93 G.R.

STATE SPRING SERVICE, INC.

7349 Division Ave., S.
GRAND RAPIDS, MICHIGAN 49508
Phone 455-2650

January 25th, 1993

Alpena College
ATTN: JeFF Duncan
666 Johnson Street
Alpena, Mi 49707-1495

Dear Mr. Duncan:

I wanted to thank you for coming down and instructing my people in your COL training class. Mark Sheldon and JeFF Case passed there written exam the same afternoon that you conducted your class. Mark Rios passed his the following day. Robert (Kim) Carpenter failed his test but is taking it again.

Thank you very much for the help you gave us. If I can be of any help to you, please let me Know.

Sincerely yours,

Richard R Sheehan

Richard R. Sheehan
President
State Spring Service

jh

2. Timeline

Our grant timeline ran from 3/2/92 to 3/1/93. We served 285 students during that period. Because there was still a high demand in our region and because we had committed to serve this demand, we offered the service to 61 more students after 3/1/93. None of the costs accrued after 3/1/93 were charged to the grant, nor were any of these students charged tuition or fees for the service. We closed down the project on 3/25/93, having served 346 students at forty three sites across the state of Michigan. The class was highly popular with students, as the attached follow-up survey forms indicate.

We did encounter some start-up difficulties, primarily due to four main reasons:

(a) Project Coordinator was not hired until 6/1/92.

(b) Project team did not have a working knowledge of the trucking industry, what truckers need to know to pass the CDL exam, and where to gather pertinent curriculum materials.

(c) At the time the CDL grant proposal was written, the legal representative of the Teamsters local in Saginaw, Michigan, wrote a letter of support indicating a substantial need for at least 150 truckers to be served by the grant. But by the time ACC received award notification, the Teamsters had completed CDL training.

(d) Demand dropped appreciably after 4/1/92.

Despite our early setbacks, the project team attained all grant objectives. We exceeded our target number of students served. Pertinent instructional materials were gathered and developed to accommodate the learning needs of individual students. An extensive follow-up effort was implemented and completed. Significant literacy gains were quantified by our external consultants, while nearly a third of the students served went on to take the test and obtain their CDLs.

ALPENA COMMUNITY COLLEGE

666 JOHNSON STREET
ALPENA MI 49707-1495

(517) 356-9021

CDL QUESTIONNAIRE

NAME: Thomas Anderson

PHONE:

DATE:

1. Have you taken the CDL General Knowledge Test? yes
   Took the Tests on 13 April 93
2. Have you passed it? yes
3. How many times did you have to take the General Knowledge Test before you passed it? Twice
4. Did you take Group A, B, or C? B
5. Did you take the Air Brakes Knowledge Test? yes
6. Did you pass it? yes
7. Please check any endorsement you now hold:

   _____ P - Passenger

   _____ T - Double Trailers

   _____ N - Tank Vehicles

   _____ H - Hazardous Materials

NONE

CRITIQUE SHEET

8. Was the CDL training class...

-held at a convenient time? _____

-held on a convenient day of the week? all three

-held at a convenient location? _____

9. Was the material...

-presented in a clear and understandable format? _____

-concise and complete? all three

-what you expected or hoped would be presented? _____

10. Was the instructor...

-organized and helpful? _____

-prepared to explain the CDL process? all three

-flexible and attentive to your learning needs? _____

11. What do you feel could have been done differently?

Nothing, the class was very informative

12. What parts of the training were most helpful?

Everything was explained clearfully

13. Would you recommend this class to someone else? YES

QUESTION.CDL/skk/8-24-92

Rotaskey

ALPENA COMMUNITY COLLEGE

666 JOHNSON STREET
ALPENA MI 49707-1495

(517) 356-9021

CDL QUESTIONNAIRE

NAME: Robin McLean

PHONE: 616-348-9644

DATE: Jan, 22nd 1993

1. Have you taken the CDL General Knowledge Test? yes

2. Have you passed it? yes

3. How many times did you have to take the General Knowledge Test before you passed it? twice (2)

4. Did you take Group A, B, or C? yes

5. Did you take the Air Brakes Knowledge Test? yes

6. Did you pass it? yes

7. Please check any endorsement you now hold:

_____ P - Passenger

__✓__ T - Double Trailers

_____ N - Tank Vehicles

_____ H - Hazardous Materials

CRITIQUE SHEET

8. Was the CDL training class...

-held at a convenient time? yes

-held on a convenient day of the week? yes

-held at a convenient location? yes

9. Was the material...

-presented in a clear and understandable format? yes

-concise and complete? of course

-what you expected or hoped would be presented? more than enough.

10. Was the instructor...

-organized and helpful? very

-prepared to explain the CDL process? yes

-flexible and attentive to your learning needs? yes

11. What do you feel could have been done differently?

Try to send the booklet out earlier. Thank you.

12. What parts of the training were most helpful?

There was not a part of this class that was't helpful to me. It is the first time for me taking such a class, and it be useful. I wished to be the test immediately.

13. Would you recommend this class to someone else? Definitely.

Mr. Wheeler could not have done a better job teaching this class, he answered all of our Question in a very good & simplest way. This guy can actually make a thirteen year old pass this class. Sincerely.

QUESTION.CDL/skk/8-24-92

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CDL QUESTIONNAIRE

NAME:

PHONE:

DATE:

1. Have you taken the CDL General Knowledge Test? YES

2. Have you passed it? YES

3. How many times did you have to take the General Knowledge Test before you passed it? 1

4. Did you take Group A, B, or C? A

5. Did you take the Air Brakes Knowledge Test? YES

6. Did you pass it? YES

7. Please check any endorsement you now hold:

   X P - Passenger

   X T - Double Trailers

   X N - Tank Vehicles

   Not yet H - Hazardous Materials

CRITIQUE SHEET

8. Was the CDL training class...

- held at a convenient time? YES
- held on a convenient day of the week? YES
- held at a convenient location? YES

9. Was the material...

- presented in a clear and understandable format? YES
- concise and complete? YES
- what you expected or hoped would be presented? MORE

10. Was the instructor...

- organized and helpful? VERY ORGANIZED
- prepared to explain the CDL process? YES
- flexible and attentive to your learning needs? VERY much

11. What do you feel could have been done differently?

Nothing, I think Don done a fantastic job & deserves recognition for it.

12. What parts of the training were most helpful?

Basically All of it.

13. Would you recommend this class to someone else? most definitely

Good job Don & Thank you very much for helping me and making me more relaxed About the test. Fantastic work and Thank you again Don.

QUESTION.CDL/SLK/8-24-92

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3. Project Description

Our Commercial Driver's Education Program was structured according to the needs of business and the time constraints of the adult learners attending the class. Almost exclusively, the course was delivered in a one-day seminar format with additional materials, tutorial assistance and computer aided instruction provided upon demand. By far the most popular tutorial aid was the set of ten videotapes from the Pennsylvania Department of Transportation which the Project Team copied onto blank videotapes and disseminated to students upon request free of charge. Fifty-seven students requested and received copies of the set of videotapes. (Copyright clearance from Howard Yerusalem, Executive Secretary of the Pennsylvania Department of Transportation, is photocopied on the following page).

The tapes correlate closely with the test study book published by Secretary of State, which was distributed free of charge by the CDL instructional team. Written materials, such as practice tests, were derived from Penn State's R.O.A.D. to Success CDL curriculum. All materials were designed to support the study book published by the Secretary of State.

Project instructor arranged individual study sessions for adult learners who either expressed a desire for privacy due to reading difficulties or who could not fit existing classes into tight work schedules. Project instructor also provided in-home tutorial help, journeying 150 miles round trip on one occasion to accommodate a pair of loggers who professed to low reading ability. Project instructor also provided counsel and direction to low-skilled truckers who requested cassette tapes so they could study while driving.

Laptop computers were used sparingly by CDL students. Laptops have proven invaluable in the current workplace partnership program where they are left on site at local businesses and tutorial programs are coordinated with instructors from the college. But the majority of CDL students had only one day to devote to class and were explicitly self-directed toward the questions they were likely to see on the tests and mastering that material so they could answer the questions correctly.

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF TRANSPORTATION
HARRISBURG, PENNSYLVANIA 17120

OFFICE OF
SECRETARY OF TRANSPORTATION

August 18, 1992

Don MacMaster, CDL Instructor
Alpena Community College
666 Johnson Street
Alpena, MI 49707-1495

Dear Mr. MacMaster:

This letter is in response to your inquiry dated August 11, 1992, regarding authorization to copy the Commercial Driver's License instructional videotape package which you obtained from the Pennsylvania Department of Transportation.

Please be advised that it is the marketing policy of the Pennsylvania Department of Transportation to permit purchasers of videotapes in the Commercial Driver License Series to make copies of those tapes for additional use, provided the tapes and copies are not used for profit. Use of the Department's tapes, or copies of them, is intended to be for the benefit of the public.

Any fee charged for the viewing of the tapes or copies must cover only costs associated with the rental of space or equipment used to show the videotapes and must not include any margin of profit for the privilege of viewing the videotape.

If you would have any questions regarding this policy, do not hesitate to contact Mr. Robert Kelly, Training Division, 717-787-5090.

Sincerely,

Howard Yerusalim

Howard Yerusalim, P.E.
Secretary of Transportation

A broad demographic profile of the students we served is as follows: White male, 25-55 years old, with some prior truckdriving experience. Many students had military experience in which they had driven large cargo trucks. Some students had been professional drivers but had let their commercial licenses lapse for a variety of reasons.

Our clientele included a roofing company, a Fortune 500 hazardous waste hauling company, a construction firm, a commercial laundry, a landscaping company, a diesel repair company, a group of utility tech trainees, a local beverage distributor, and a number of independent loggers. Our classes were open-entry, open-exit.

Occasionally, students would attend who already had CDLs. In such cases, these students were interested in specific information on a particular endorsement or the air brakes test. Once they had that information and were shown how that information would be represented on the test, often they would leave early, their individual needs satisfied.

Follow-up work was a major component of the CDL project and a key part of its success. Follow-up in regards to evaluation was done in the form of post-attitude surveys, direct mailings and phone calls. The results derived from that follow-up can be found in detail in the report provided by Bernice Scheaffer from Penn State.

There was another aspect of follow-up, however, and that is what is referred to here. Support, encouragement, and mailings of additional materials by the Project team to needy students constituted this follow-up work. In some cases, extensive work was done with a single individual. The attached photocopy illustrates the gratitude students felt for individual attention.

4. Dissemination

Perhaps the most challenging aspect of the CDL project was making our services known to potential students. Recruitment was the focus of our dissemination efforts. Below is a list of strategies we used to reach our client base:

With sincere thanks
and appreciation.

Dear Don,

We really appreciate your efforts on the CDL class. The students found it very valuable. We look forward to working with you in the Fall.

Sincerely

Kathy Crawford - Orangeburg Adult Ed.

(a) Through the assistance of our state representative, Senator Carl Levin, and Dr. Donald Newport, President of Alpena Community College, the CDL project team obtained a confidential list from the Michigan Secretary of State's office of all drivers living north of Bay City, Michigan, who possessed a Chauffeur's license prior to 1986. There were more than a thousand names on the list. Project team organized and executed a direct mailing to every name on the list.

(b) Project team requested and obtained a membership list from the Michigan Timbermen's Association. Project team sent out two direct mailings to more than 250 members of the Timbermen's Association, the first round of mailings in the first month of the project then a second mailing six months later.

(c) Project team developed a list of all companies in our five county service district that employed truckers and contacted each of those companies by mail and by phone to determine their CDL needs.

(d) Project team obtained a list of all Third Party Testers and Third Party test sites across the state.

(e) Project team sent direct mailings to members of the Michigan Trucking Association.

(f) Project team targeted the Teamsters and Consumer's Power on the state and local levels.

(g) Project team used radio spots and newspaper ads to promote scheduled classes.

(h) Project team faxed brochures and sign-up sheets to every MESC (Michigan Unemployment and Security Commission) office across the state.

(i) Prior to April 1, 1992, project team attended CDL informational meetings arranged by the Michigan State Police and made presentations on our project to truckers in attendance. After the April 1 deadline, project team worked with the State Police Motor Carriers Division to continue to ascertain need and to provide advisory assistance.

(j) Project team maintained consistent, persistent phone contact with students who had completed training in order to track down potential new students who may have heard of our project through word-of-mouth.

(k) Project team contacted local fire departments, utilities, school districts, road commissions, public transportation directors and private livestock haulers in a comprehensive attempt to further meet the CDL needs of our service area.

(l) Project team approached other literacy providers in the service district, seeking adults in need of CDLs who may not have been reached by print advertisements.

(m) Project team shared information with accredited trucking schools in Michigan and across the nation.

(n) Project team maintained close and ongoing contact with Penn State University, our project consultants.

(o) Project team maintained close contact with the Michigan Department of Transportation as well as the other nine CDL projects across the country in order to update information and share ideas for better serving the target population.

(p) Project Coordinator attended directors' meeting in Washington D.C.

5. Evaluation Activities

The Alpena Community College CDL Project was visited twice by consultants from Pennsylvania State University. During the first visit in June 1992, consultant Jeff Woodyard delivered a range of valuable instructional materials including practice tests, study guides, videotapes and computer software. Woodyard also provided a basic skills check that administered pre and post became the basis for assessing literacy gains. In addition to the basic skills check, an attitudes survey devised by Penn State called the ROAD test was given pre and post.

In March 1993, Bernice Sheaffer came out from Penn State to examine our project. Her report is included.

Because of the primary goal of nearly all the students was to obtain a CDL, curriculum was geared toward that specific objective. Packets were provided free of charge by the instructional team to all students. Packets contained a study guide from Secretary of State, a General Knowledge Practice Test with answer sheet attached covering all the questions students would be likely to encounter on the general knowledge test. Similar practice tests were included to cover air brakes and all four endorsements. Packets also included study material from the Michigan Truck Safety Commission detailing general information on the CDL pre-trip inspection test, the basic control skills test, and the on-road drive test.

Instruction began by explaining the CDL process and fielding a wide range of questions and scenarios students might have concerning that process. Preliminary paperwork was completed, a pre-attitudes survey administered, then the basic literacy skills pre-test. Based on feedback by the students, instruction would then move toward mastery of general knowledge, air brakes, or combination vehicles, either through written practice tests, watching videotapes, or a combination of both. The post-tests were administered at the end of class.

Instruction was supportive and interactive. Group work and questions were encouraged by the instructor. As the group worked through the practice tests together, the instructor would explain the rationale behind answers that produced confusion or conflict in the group. Concensus within the group was a goal the instructor worked toward. Because the instructor had taken and passed all the tests, he could point the group toward specific questions and general concepts that they would need to know to pass the tests.

Informal evaluation was primarily in the form of follow-up mailings and phone calls. A sample follow-up survey form is included on the following page. Nearly half of all students took the time to fill out the form and mail it back to Alpena Community College. Of the students who returned the follow-up survey, more than ninety percent indicated that the class was held at a convenient time and place, that the material was presented clearly and understandably, and that the instructor was organized, prepared, and flexible to

CDL QUESTIONNAIRE

NAME:

PHONE:

DATE:

1. Have you taken the CDL General Knowledge Test? _____

2. Have you passed it? _____

3. How many times did you have to take the General Knowledge Test before you passed it? _____

4. Did you take Group A, B, or C? _____

5. Did you take the Air Brakes Knowledge Test? _____

6. Did you pass it? _____

7. Please check any endorsement you now hold:

   _____ P - Passenger

   _____ T - Double Trailers

   _____ N - Tank Vehicles

   _____ H - Hazardous Materials

CRITIQUE SHEET

8. Was the CDL training class...

-held at a convenient time? _____

-held on a convenient day of the week? _____

-held at a convenient location? _____

9. Was the material...

-presented in a clear and understandable format? _____

-concise and complete? _____

-what you expected or hoped would be presented? _____

10. Was the instructor...

-organized and helpful? _____

-prepared to explain the CDL process? _____

-flexible and attentive to your learning needs? _____

11. What do you feel could have been done differently?

12. What parts of the training were most helpful?

13. Would you recommend this class to someone else? _____

QUESTION.CDL/skk/8-24-92

student learning needs. Only one respondent indicated that he would not recommend the class to someone else and that was because there had been no truck available for hands-on practical experience.

By the time the class ended, students felt that they were much better prepared to take the tests than they had been before. As the attached follow-up surveys forms indicate, they valued this interactive approach. Also, they frequently indicated that the class was better and more informative than they thought it was going to be. Student comments were a major component of the evaluation process.

6. Key Personnel Changes

Rita Macy was CDL Project Supervisor from May 1992 through January 22, 1993. After her departure, Charles Wiesen assumed the supervisory role.

Project Coordinator Jeff Duncan was hired June 1, 1992. Duncan coordinated staff and organized the recruitment of students.

Lead instructor on the project was Don MacMaster. He delivered instruction, gathered data, and facilitated follow-up.

CDL Project secretary was Sue Keller. Her transfer to CDL was effective August 11, 1992.